

Establishing a Scholarly Communication Baseline

Using Liaison Competencies to Design Scholarly Communication Boot
Camp Training Sessions

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Presentation Overview

1. Current liaison model used at ECU
2. Scholarly Communication Boot Camp for Liaisons
3. Development of new liaison competencies
4. Future uses of the new competencies
5. Question and Answer period

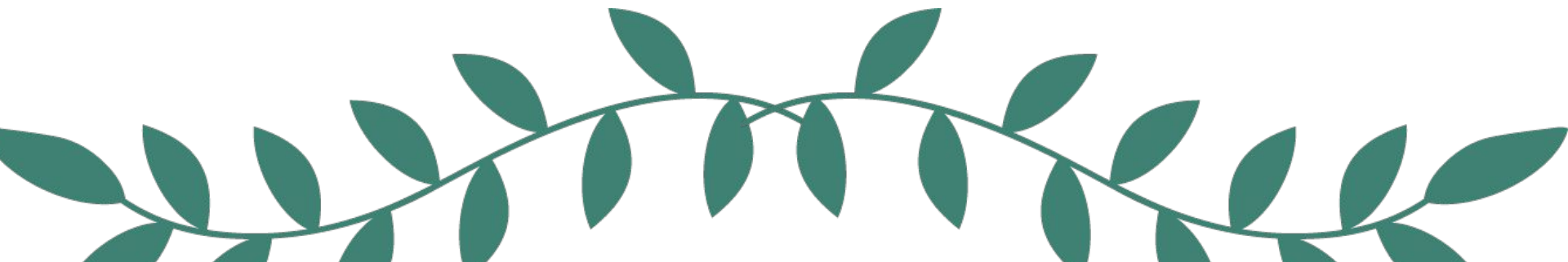


Presentation Learning Outcomes

Attendees will be able to construct their own liaison competencies document based on a model provided by the presenters.

Attendees will be able to distinguish between concepts and example goals as the terms apply to a liaison competencies document.

Attendees will be able to identify topics upon which to base scholarly communication training sessions.



Poll

1. Do you have a current liaison competencies document that you use at your library?
2. Do you have ongoing professional development for liaison librarians at your library?



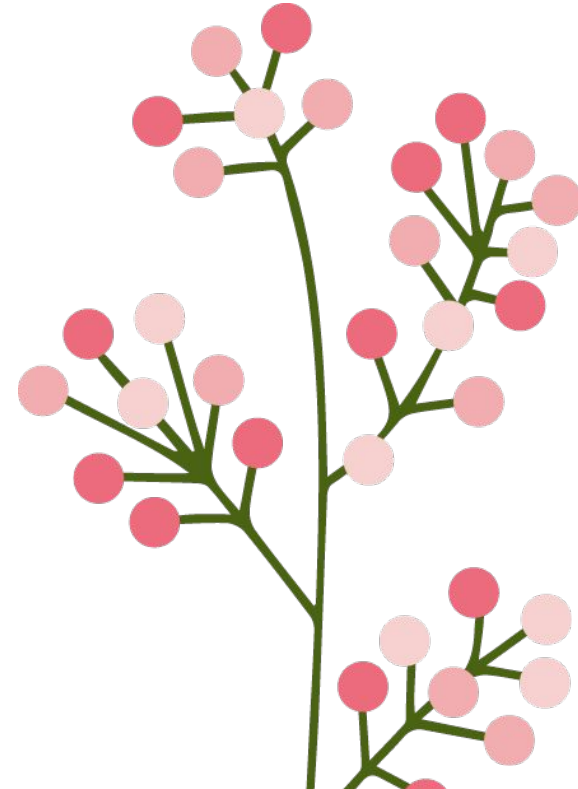
Current Liaison Model

- Distributed model
 - Liaisons spread across multiple departments
 - Modern model
- Consolidated model
 - Liaisons from one collection development department only
 - Older model - bibliographers
- Functional model
 - Some traditional liaisons
 - Some functional specialists such as data librarians
- Hybrid model
 - What ECU has now
 - Take a little of both distributed, consolidated and functional models

Previous Liaison Competencies Example

(Examples from larger spreadsheet)

Competency	Level 1	Level 2
CDV		
Ability to select in an electronic system	x	
How to set up Gobi Alerts		x
Locate main CDV policy	x	
Write a CDV policy for your fund		x
Known item searching in catalog	x	
Use Workflows to search for titles, authors, isbn/issn and series		x
Check fund balance in Workflows		x
Scholarly Communication		
Have working definition of Open Access	x	
Know about OA Publishing Fund	x	
What does OER stand for and why it's important	x	
Familiarity with content of OER LibGuide	x	



Scholarly Communication Boot Camp

- Started in 2015 and led by the Head of Collection Development and the Scholarly Communication Librarian
- A series of workshops offered to liaison librarians at ECU Libraries
- Supported by library administration
- First year it was offered on a monthly basis during the academic year; currently offered 3-4 times a year.

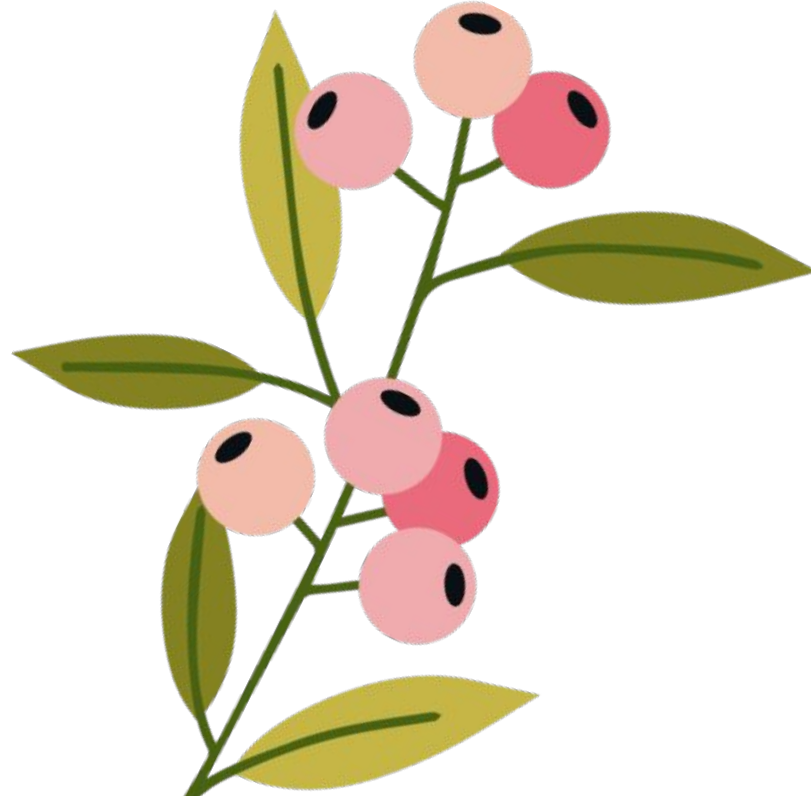
More information about our boot camp can be found here:

<http://thescholarship.ecu.edu/handle/10342/5075>



Scholarly Communication Boot Camp Topics

- Digital Scholarship/Digital Humanities
- Data Management
- Citation Management
- Open Educational Resources
- Author Rights
- Open Access Publishing
- Impact Metrics
- Supporting Grants
- Copyright/Fair Use
- Creative Commons Licenses



Scholarly Communication Boot Camp- Copyright

Required Readings:

- [Copyright & Fair Use 101](#) by Christine Fruin and Anne Gilliland, ASERL webinar
- [ARL Code of Best Practices in Fair Use Infographic](#)

Session Activity:

- Copyright scenarios featuring X-Men and Harry Potter characters available at <http://thescholarship.ecu.edu/handle/10342/7015>

Scholarly Communication Boot Camp--Author Rights

Required Readings:

- [Publishing, authors rights and copyright in the age of open access: common author questions and concerns](#) by Pascal Lupien, PKP International Scholarly Publishing Conferences, 2013.
- [Author Rights: Using the SPARC Author Addendum](#) by SPARC
- [SHERPA/RoMEO Definitions](#)

Session Activity:

- SHERPA/RoMEO Red Light, Green Light

Scholarly Communication Boot Camp-Assessments

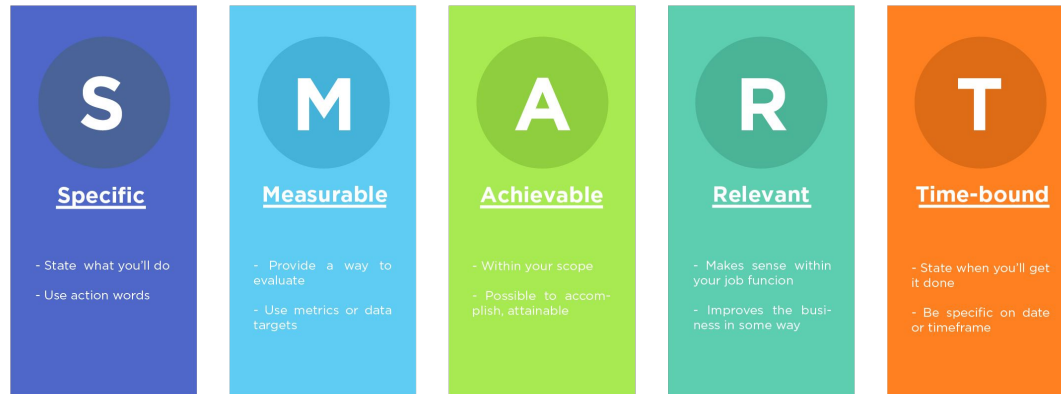
I published an article in the *Journal of Academic Librarianship*. I want to put a copy in the ScholarShip.
Can I upload and share the post-print?

- ☐ Yes, it can be shared right away
- ☐ Yes, after a 6 month embargo
- ☐ Yes, after a 12 month embargo
- ☐ No, it can not be deposited in the IR

Name two federal agencies or private foundations that have a data sharing policy.

Developing New Liaison Competencies

- Looked at University of North Carolina-Greensboro Library (primarily)
- Discussed in meetings with the three presenters here
- Used learning outcome format and Example Goals in SMART Format
- Big group meeting with all CDV liaisons and Research and Instruction librarians to discuss and make changes to draft



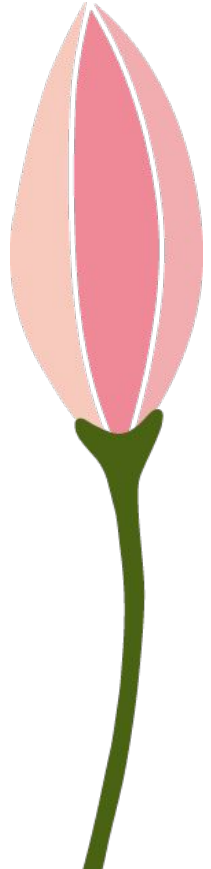
New Competencies: Research & Instruction

- Did not exist before this project
- Built on already existing work from a departmental goal
- Codified what we were doing and expectations
- Example of one competency:

Using curriculum mapping, identify core classes and curricula that would benefit from research instruction and/or learning objects, and contact the teachers involved. Work with instructors to integrate information literacy and research skills into the curriculum.

Example Goals:

- Conduct curriculum mapping for fields of study with the aim of creating a scaffolded information curriculum;
- Read new and revised syllabi, where available;
- Read students' research projects or observe final presentations for assessment;
- Have a working understanding of the Framework for Information Literacy for Higher Education and any other ALA/ACRL documents that pertain to your areas of teaching expertise.



New Competencies: Collection Development

- Emphasis on what we want liaisons to learn, not how we want them to do it
- Example Goals are just that: examples of ways the competency can be fulfilled
- Liaisons are encouraged to come up with their own goals
- Here is an example:

Communicate to library users in your area about changes at the library. Encourage faculty to attend workshops, webinars, and forums.

Example Goals:

- Discuss collection, budget, and licensing issues with faculty, administrators, and graduate students in meetings and one-on-one conversations
- Coordinate with RIS cognate to attend faculty meetings
- Attend Lunch with your Librarian or other new faculty welcoming events

New Competencies: Scholarly Communication

- Ties into outreach expectations for liaison librarians
- Covers main topics covered in the Scholarly Communication Boot Camp
- Example of one competency:

Know the basics of copyright and fair use, as well as when to refer questions to the Copyright Officer.

Example Goals:

- Refer users to the Copyright Officer when appropriate
- Have a working definition of copyright and be familiar with copyright.ecu.edu
- Know the 4 factors of Fair Use

Applying Competencies to the SC Boot Camp

- New Scholarly Communication competencies inform session goals and topic outlines for this year
- Liaisons will meet a competency after attending a session
- For the coming year, focus on 2 competencies, 2-3 sample goals



Future Use of Competencies

- Training new team members
- Developing programming
- Creating a handbook for team members
- Benchmarking for Annual Goals



How to Adapt these Ideas for a Smaller Institution

Scholarly Communication Bootcamps

- Survey your team to find out what they need to know
- Form a Community of Practice
- Share what you learned at conferences
- Watch webinars

Competency Document

- Use our document as a jumping off point (it is in our IR on a Creative Commons license)
- Base it on what you are doing and what you hope to accomplish

Questions

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<http://hdl.handle.net/10342/7015>

